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ABSTRACT

This manual is a tool for use in an interview for nursing student selection that will assist in sizing up the fitness or suitability of the candidate for nursing. It also includes tools and methods that could be used in the initial interview to assess what factors will predict those students most likely to stay in an Associate Degree nursing program once admitted. An introduction discusses the method and results of a survey of nursing students to identify characteristics that could be ascertained in the interview. Chapter II describes the three broad categories into which an interview will be divided: social skills, concept of self, and motivation. The categories and their sub-levels developed for the interview process are described and charted. Chapter III focuses on interview evaluation. Chapter IV lists guidelines for the interview process and provides a suggested interview format. Chapter V is an overview of interviewing techniques. Sample interview questions are presented in chapter VI. Chapter VII contains two reference lists: books and journals from which exploratory questions in the interview were cited and an alphabetical listing of all references cited in the manual. Sample selection criteria and selection summaries are appended. (YLB)

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NURSING APPLICANT INTERVIEW MANUAL

DEVELOPED BY SUZANNE KOHN

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MINERAL AREA COLLEGE - 1985

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Nursing Applicant Interview Manual

Associate Degree Nursing students - Which candidate will be most likely to succeed? The problem of predicting probable success in nursing has been dealt with by an enormous number of studies (Smeltzer, 1968). According to Smeltzer, the aptitude testing scores have low corelation with state board examination test results. Smeltzer, (1968) defines aptitude:

> Aptitude for nursing is the capacity to acquire the necessary abilities (mental and motor) for satisfactory performance plus the readiness to acquire the behavioral patterns of interest, attitudes, and those personality qualities that symbolize fitness or suitability for the activities in nursing. (p. 17)

Rudoz, Trocki, and Wilson (1976), report that the ability of tests to distinguish dropouts and general performance are equivocal. Haney, Gershon, and Michael (1962), found that grades on achievement tests in reading and mathematics were significantly related to formal course work in nurse training but were unrelated toward effectiveness in their clinical experience. May (1966), has suggested that nonintellectual factors might best be employed for prediction of student nursing success.

The number of students admitted to the Associate Degree nursing programs are set by the State Board of Nursing for each nursing program in the state of Missouri. The number of qualified applicants that apply for admission to the program always exceed the number of openings available. Therefore, to select the most likely student to succeed presents difficulties that many nursing faculties are trying to resolve.

Selection policies for admission in Associate Degree Nursing programs in the state of Missouri varies. The term "selection" refers to the process of determining which of the candidates whose applications are reviewed will be invited to enroll in the program of nursing. The National League of Nursing survey (1977) found that the universal selection criteria for admission to

schools of nursing is some measure of a candidate's performance, such as grade point average, school ranking, achievement tests and evaluation of the student's aptitude for nursing. The importance of considering the personality traits in the selection of nursing students is recognized as an essential aspect of the selection process (Fong, 1978). The use of an individual interview with the nursing faculty as one variable in the selection process is used by many schools.

The purpose of this manual is to develop a tool in the interview for nursing student selection that will assist in sizing up the fitness or suitability of the candidate for nursing. Also, the author investigated what elements and methods could be used in the initial interview to assess what factors predicted those students who were most likely to stay in an Associate Degree nursing program once admitted.

Following a survey of the literature, several ideas were selected for inclusion in this booklet. The author wishes to thank C. H. Smeltzer and G. P. Putnam Sons for many ideas and research that have contributed to this writing. In addition, many of the exploratory questions used in the interview manual, were taken from the references listed. The author wishes to thank Mineral Area College ADN & LPN instructors and the consultants who have contributed ideas and research to this endeavor.

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I. INTRODUCTION

Many studies reviewed for this project focused on variables such as academic ability, personality traits, demographic statistics, predisposing factors related to acquiring the nurse's role or factors within the structure of nursing education as the element of success or failure prediction in nursing programs. Research of each variable studied for validity and reliability had conflicting results. Levy and Wilson (1978), examined the attrition problem by studying student nurses that had dropped out of the program. They found that no one set of criteria could be used in a screening tool which would efficiently eliminate the potential drop-out student nurse applicant.

A three-page questionnaire was given to fifty associate degree and thirty practical nurse students in a community college setting. Fifty-five questionnaires were returned describing the nursing student's learning experiences. Data collected from the assessment sheets gave the author issues with which the nursing student must contend. From this information, characteristics were developed that could be ascertained in the interview. The intellectual aspect of the learning experience will be evaluated with the ACT placement test and history of academic achievement from the high school and college transcripts.

The primary focus of the nursing students' descriptions of their experience had to do with pressure and stress. Stressors identified were family and domestic pressures, time conflicts, financial pressures, school grades and technical skill performance. Many believed they had to be perfect in their role in the hospital because the instructor would not tolerate a mistake in caring for a hospital patient.

Assessment as to how the applicants handle stress in their lives and what coping mechanisms are used is important. Another variable, besides problem-

solving abilities, to be considered under stress category would be the applicant's self-image. The struggle to deal with changed roles and academic or clinical requirements may prove too much if the person is trying to cope with feelings of inferiority and/or insecurity.

Almost all of the questionnaires stated that social skills and traits were needed to communicate with all kinds of people--not only in the hospital but with peers and instructors as well. Some of the qualities perceived for a person in the helping-professional relationship would be in the category of social communication skills. These professionals need the ability to communicate easily, express feelings, have control in interpersonal situations, think clearly and maintain composure in stressful situations. Also students expressed frustration that they couldn't communicate their feelings to instructors. Therefore, candidates who know how to be asertive without being aggressive, and are able to report their feelings as they are experienced have satisfied more of their psychological needs.

The student nurses described their area of study as demanding a change in their feelings and attitudes. Some of the values in nursing school were in conflict to highly important individual values. One student wrote, "you have to hurt someone sometimes to help them." Each day students encounter situations with patients or with instructors calling for decision-making and action. What about the student's beliefs about the quality of life, abortion, euthanasia? Their feelings are reflected in the care they provide. The student also may be in conflict if marital and domestic responsibilities are very important to the student and time cannot be given to academic, marital and domestic obligations at the same time. Grades may be very important and the student may find he can't cope with making average grades. The author believes that value clarification will help the selection committee know the frame of reference used by the applicant. If the applciant is rigid in beliefs and coping styles,

if he or she lack flexibility essential for working in a helping profession, then he or she will lack personal effectiveness.

The nursing student description questionnaire revealed that they had not expected it to be so complicated or for so much knowledge to be acquired to do satisfactory progress academically. Smeltzer (1966), suggested that many candidates had no idea what was involved in becoming a nurse. He indicated that many times applicants express interest in nursing with such statements like, "I have wanted to be a nurse all my life," but can't demonstrate evidence that they have studied what it takes to attain this goal.

Most important to this discussion is the physical and technical aspect of the nursing role. All the students reported that considerable energy, strength, stamina and dexterity were required in the nursing role. The interview tool will need to assess personal physical abilities and energy. The scope of the interview will not allow for manual dexterity testing. In the category of physical abilities one can however, assess the applicant's knowledge of holistic health. Self-discipline is very much a part of self-health and evidence of daily living patterns will indicate adjustment to his or her environment.

The purpose of the interview is to consider whether or not the applicant is ready to enter and compare her or his expectations with those of the program. A summary of the nursing students' experiences survey will be sent to each applicant with his or her application forms. This will also give each applicant a perception of what the nursing program is and how students in the program describe the curriculum, faculty, course and program requirements, student role and nursing role.

II. INTERVIEW CATEGORIES

The philosophy of this manual is that for a student to be successful in his or her choice of nursing, the nursing profession must meet his or her needs. The faculty, members of the nursing profession, desire persons in the discipline that are in accord with their particular frame of reference of an "ideal nurse." The student may be academically successful in the program but be ineffective as a helping professional. To maintain a standard of care and train an effective nurse requires specific desirable qualities of the candidate from the faculty's point of view.

The National League of Nursing survey (1977), reported with respect to the selection processes that there was an attempt by the faculty to measure the applicant's responsibility, maturity, and personality adjustment. In the words of the deans themselves:

> If the applicant can function adequately as far as health, academic and interpersonal relating abilities are concerned, he/she is accepted. One problem remains, however. We still cannot measure motivation except to look for evidence of goal-directed behavior prior to admission. (p. 13)

From these broad terms, the characteristics identifiable from the faculty's point of view would be variables such as: reliability and dependability, a clear sense of self and emotional maturity and success in interpersonal relationships. Motivation can be measured in a category of evidence of nursing interest.

The first step in consolidating the variables mentioned from the point of view of student and faculty would be to identify behavior in broad categories.

Social skills are important because they are the primary tool of the nurse and would also help the student fulfill his/her needs for approval, friendship, love, support and prestige. The development of social skill is intimately

connected to the growth of self-esteem. People with poor self-concepts often feel they have nothing interesting to say. They shy away from initiating conversations because they believe no one is interested in talking with them. Other individuals exhibit overly aggressive bahavior when they are in new or uncomfortable situations. The question of the applicant's value judgments is crucial to the interview. The more insight the applicant possesses of his/her value system, the more positive the self-image and greater ability to make decisions. Stress management and relaxing under pressure are skills related to social interaction and dealing with others. Personality characteristics associated with effective coping are positive feeling toward self and a realistic view of oneself and the environment. Adaptation to stress is also a characteristic of more mature persons.

Motivation is defined as any inner condition of the individual that initiates or directs his/her behavior toward a goal. The motivational goal the author seeks to evaluate is the nursing career. The energy and effort spent in school academically is directly related to how high a priority the perceived importance of this carer goal is.

The interview will be divided into three broad categories: Social Skills, Concept of Self, and Motivation.

Behavioral psychologists have found that positive nonverbal cues exist in the socially-skilled individual. Eye contact, facial expressions, posture, and gestures send messages of friendly behavior. Another aspect of interpersonal relationship is the existence of rapport--feelings of trust, confidence, respect, and understanding. Socially-skilled persons are able to express feelings easily and are aware of how they affect others. Audible and clear voice qualities are as important in good conversation as content. Speaking with very low volume reinforces shy, aloof, or unsociable behavior and inhibits the listener from responding in a enthusiastic way. Does the applicant speak with proper rhythm,

utilizing pauses and varying rates? Is the speech cluttered with pauses and repetitive fillers that impede the flow of speech? The speaking rate may be so fast that the listener feels out of breath trying to keep up. Finally, under the category of social skills a person can think clearly and be assertive without being overbearing. A socially skilled person has control and self-confidence in the interview encounter.

Under the concept of self category, the applicant shows feelings of self-worth in his or her physical appearance. Dyed hair, too much make-up and overdress or underdress gives cues as to the applicant's concept of self. Other symptoms of low self-esteem are difficulty coping with stress, difficulty making decisions, and negative self-talk. Chain-smoking and nicotine stained fingers reveals daily tension and stress. Depression and lack of energy is a symptom of lack of security and self worth. Questions pertaining to self-health reveal self-discipline and maturity. Having the applicant identify his/her personal values and beliefs are also ways self-esteem is built.

The third category is motivation. In predicting nursing potential of the applicant, the interview should reveal how sincere and motivated he or she is toward attaining his/her career goal. Knowledge regarding the role of the nurse should be expressed by the applicant. Evidence that other aspects of his or her life have been put in order prior to application to nursing school should be obtained. Can the applicant discuss the courses he or she will be taking in the program and can he or she state concrete efforts that have been made toward clearly stated life goals? Preparation for the interview by being on time and having the application form completed reveals sincerity of purpose. If the applicant is an adult and has decided on nursing as his or her career choice, have they been working in a field related to nursing?

The interview categories and their sub-levels developed for the interview process are shown on the subsequent pages.

SOCIAL SKILLS

NONVERBAL CLUES BODY LANGUAGE

LOW	BELOW AVG.	AVG.	ABOVE AVG.	HIGH
0	0	3	4	5

facial expressions are warm, friendly, smiles, eye contact, attending position, leans forward, doesn't lounge back in chair *

blushes*

shy demeanor*
agressive demeanor*

taps fingers*
no eye contact*
swings feet*
hands open or clenched*
elbows crossed or closed position*

no smile, rigid*
turns away- no gestures*

OBSERVATIONS:

RATING

FEELING TONE AFFECT/RAPPORT

0	0	2	4	7

enthusiastic*
people oriented*
humor*
comes across as a caring person and loving person on whom others lean in a crisis*

Warm/concerned*
positive rapport*

flat affect*
bored*
impatient*
uninterested*
defensive*
chip on shoulder*
hostile*

OBSERVATIONS:

RATING

SELF CONTROL

poised*
comfortable with interview*
Intellectually sharp, able to handle questions: possessing an ever-curious mind and a good sense of humor*

Assertive but not aggressive*

Signs of stress such as nail biting
repetitive behaviors such as tapping foot, trembling playing with button*

nicotine stainned finger*
nodding in agreement*

chewed gum*

unorganized thoughts*

LOW	BELOW AVG.	AVG.	ABOVE AVG.	HIGH
0	2	3	5	7

OBSERVATIONS:

RATING

VOICE SPEECH

Bright tone of voice*
Strong, confident, firm*

medium rate of speech*
medium tone of voice*
precise diction*

uses fillers e.g, you know...*
doesn't answer questions*

hesitant, shaky*

doesn't clarify, answers yes and no to questions*

uses slang expressions*
talked too much*
negative self talk*
no end of interview questions*

0	1	2	3	4

OBSERVATIONS:

RATING

CONCEPT OF SELF

PHYSICAL APPEARANCE

very attractive, dressed appropriately*
Has taken pains to dress up for the interview*

Is acceptable, passable*

Wearing Jeans with no notice to putting on a good appearance*

Is wearing too heavy make-up*

Shows lack of self esteem in either overdressing or under dressing (in poor taste)*

Body odor*

LOW	BELOW AVG.	AVG.	ABOVE AVG	HIGH
1	2	3	4	5

OBSERVATIONS

RATING

DEFINES VALUES FLEXIBILITY of THOUGHT

Statements refreshing and interview stimulating*

Signs of nonconformity and self validation*

Can make value judgements for self but recognizes choices for others*

answers show flexibility and adaptability*

comes across rigid and prejudiced in thought*

0	0	3	4	5

OBSERVATIONS:

RATING

SELF HEALTH KNOWLEDGE

Excellent self discipline*
Physical fitness program*
Nutrition knowledgeable*
Stress management with relaxation style e.g., yoga, counseling, etc.*

Adaptable has good support system*

Aware, seems adaptable but shows signs of stress*

Able and willing to take charge of their life, to practice positive self-care and to be assertive when necessary*

LOW	BELOW AVG.	AVG.	ABOVE AVG.	HIGH
0	0	2	3	4

OBSERVATIONS:

RATING

INCENTIVE & DRIVE (energy)

Driver*
well balanced with high vitality*
Energy in interview*
Stimulating - does whatever he/she wants with intensity*

Comfortable with feeling the full range of human emotions*

Well - organized and able to accomplish great quantities of work*

Seems to lack coping skills, dealing with the past*

0	2	3	5	7

OBSERVATIONS:

RATING

MOTIVATION

NURSING KNOWLEDGE	LOW	BELOW AVG.	AVG.	ABOVE AVG	HIGH
Experienced in health field* Taken courses in health occ* Knows considerable re health occupations / parent profession* Read up on career, friends are role model* Wants a salary and to be employed* Not sure what they are applying for - little concept of nursing or role, just want to help people - love working with people*	1	2	5	8	10
	OBSERVATIONS: RATING				

DEFINED GOALS	1	2	3	5	7
States exact career goals* Recognizes the choices possible with nursing* ADN program highest goal with intent to have a career as a RN* Family and housewife with possible part time work* Doesn't know*	OBSERVATIONS: RATING				

SINCERITY OF PURPOSE

Enrolled at the college taken prequisites*

Has automobile and finances in order*

Babysitting has been arranged

Has applied to several programs*

Late with application*
Not sure if LPN or ADN is what they want*

Doesn't know courses listed on brochure esp. nrsg, courses

Adult using 5 year old high school grades and ACT to apply*

LOW	BELOW AVG.	AVG.	ABOVE AVG.	HIGH
1	3	5	10	12

OBSERVATIONS:

RATING

PREPARATION FOR INTERVIEW

Files complete/ACT,grades, HS transcript all in record*

Files complete except for this semester prerequisite require*

Files complete but not in compliance with our minimum cut off scores* e.g. (ACT low GPA low)

Prepared for interview, had question for interviewer,*

seemed to need counseling*

nothing in file except appl.*

2	3	4	5	6

OBSERVATIONS:

RATING

To eliminte bias, the applicant's academic record will not be reviewed before the scoring. Avoid asking questions that are already on the application form. Avoid making any judgement the first few minutes the interview is started.

The interview will take approximately thirty minutes, with no more than five applicants screened per day. Letters will be sent to the applicants describing the interview, its purpose, format and instructions for making an appointment. Ideally some type of facilitator will be present fifteen minutes before the interview begins to serve as a greeter, answer questions, direct the applicant to the location of the interview and generally put the applicant at ease.

A form to evaluate the applicant's total record is included in the appendix so that final selection by the dean of the vocational department, the chairperson of the allied health department, the nursing coordinator and vocational counselor can be reviewed from this sheet. A check list will also be included to ensure that all aspects of the application are complete.

These preliminary procedures greatly reduce the inaccuracies of trying to remember many applicants over a long period of time. Numerical values on academic scores, entrance examinations, grade point average or high school rank and the interview score will clearly define the suitability of the candidate.

III. EVALUATION

The results of the interview will be given a numerical value. That is the sum of the scores given in the three categories; social skills, concept of self and motivation will be added together. Ten nursing instructors from a two-year community college, along with the college's vocational counselor and the dean of the vocational division were asked to weigh the categories and sub-levels with the 200 points. The author quantified the levels under the sub-categories, totaling points to equal the weight of the category.

After using the instrument for a period of time, it was felt that a score total of 50 would be the minimum acceptable interview score. A range of 50 to 60 was average with scores above 60 reflecting someone who was well prepared and interviews above average.

Using the rules of interview evaluation from Smeltzer, 1968 it is suggested that each faculty member who interviews should score separately without discussion. By using separate scoring than averaging the scores you have a score acceptable to faculty.

It is possible, if advising an applicant on reasons he/she was not accepted in the program, to share the interview process and areas of weakness. Smeltzer, 1968 suggests another interview with different faculty scoring would be a more valid final score for someone who interviewed poorly the first time.

Faculty members using the scoring process found that with the weighted motivation category applicants may have few social skills, and poor self-esteem but come out acceptable if they are experienced in the health field and have been going to school to pursue their nursing goal. Also, the student who is high in social skills and self-concept but knows nothing about the nursing career doesn't always score high.

SOCIAL SKILLS (52)

	LOW	BELOW AVG.	AVG.	ABOVE AVG.	HIGH
NONVERBAL CUES BODY LANGUAGE	0	0	3	4	5
FEELING TONE AFFECT / RAPPORT	0	0	2	4	7
SELF CONTROL	0	2	3	5	7
VOICE SPEECH	0	1	2	3	4

RATING

CONCEPT OF SELF (53)

	LOW	BELOW AVG.	AVG	ABOVE AVG.	HIGH
PHYSICAL APPEARANCE	1	2	3	4	5
DEFINES VALUES FLEXIBILITY of THOUGHT	0	0	3	4	5
SELF HEALTH KNOWLEDGE	0	0	2	3	4
INCENTIVE and DRIVE (energy)	0	2	3	5	7

RATING

MOTIVATION (95)

	LOW	BELOW AVG	AVG.	ABOVE AVG	HIGH
NURSING KNOWLEDGE	1	2	5	8	10
SINCERITY of PURPOSE	1	3	5	10	12
DEFINED GOALS	1	2	3	5	7
PREP FORMS	2	3	4	5	6

RATING

APPRAISAL OF NURSING APPLICANT'S POTENTIAL

DATE_____ DURATION OF INTERVIEW_____ TIME:_____

APPLICANT'S NAME_____

SCORES:

Social Skills_____
Self Concept _____
Motivation _____

TOTAL: _____

INTERVIEWER:_____

Applicant notified of the following missing items from file:

ACT

H.S. Transcript

College Transcript

GED Scores

Chemistry Course

Math Course

Autobiography

GPA of 2.5 or better

Negative factors evaluated during the interview which lead to poor evaluation:

IV. GUIDELINES FOR THE INTERVIEW PROCESS

The selection interview is recognized as promoting a feeling of goodwill toward the college and the nursing program which is maintained regardless of the outcome of the interview. The interviewers realize that they are interviewing for the nursing program and college interests but will still be responsive to the needs of the applicant.

The interview will be a time to give the applicant information regarding his/her application to the nursing program, any requirements he or she must meet, any forms that are lacking and more specific information regarding the nursing program. Give and take will exist in the interview with each party imparting information of interest prior to the final decision.

The interview tool will uncover some negative aspects of the applicant. This negative will be balanced with the positive because of the quantitative nature of the scoring. If the interview produces a negative score for the applicant and his/her academic records and scholastic record are satisfactory, further validation may be required. The applicant could be called back for a second interview with different faculty members scoring. His/her results could be checked against the first team. If the results are totally different from the first team/s scores, a third and final interview with different faculty would then decide (Smeltzer, 1968).

The interview will ideally be with three to four faculty members but could be with as few as two faculty members. The interview will ideally be in a small group circle without a table. No notes should be taken, at least not in the first few minutes. The first part of the interview is introductions and questions concerning background or "small talk" to help the applicant relax and put everyone at ease.

GUIDELINES FOR THE INTERVIEW PROCESS

The interviewer should:

1. Avoid psychoanalyzing the applicant.

2. Listen for cues that the applicant has been experiencing fulfillment of his or her psychological needs.

   -Is there evidence of a healthy relationship with others?
   -Are there signs of feelings of self worth?
   -Has the applicant experienced progress in life?

3. Watch for over-use of defense mechanisms such as projection and rationalization.

4. Dont' stereotype, e.g.,

   -"She just looks like a nurse."
   -"Red hair makes her have a temper."
   -"A square jaw means stubborn."

5. Be wary of the halo effect. All applicants have negative and positive qualities. Don't let the negative overshadow the positive or a single positive quality dominate scoring.

6. Don't be bias. Don't project your prejudices onto the applicant, e.g.,

   -language
   -socio-economic
   -grooming
   -education, etc.

7. Don't rate all high or all low. Don't meet your needs in rating. Use and answer the tool to the best of your ability.

8. Inform the applicant that no right or wrong answers exist in the interview. Skip to the next question if an applicant is hesitant answering a particular question.

SUGGESTED FORMAT TO FOLLOW DURING THE INTERVIEW PROCESS

The Interview Process	Purpose
I. Introductions and Welcome	Reduce stress and develop rapport. Review completeness of the application form and let the applicant know what is left to be completed in his/her application, such as references or high school transcript. Observe social skills.
II. Personal background questions	To obtain relevant interview information.
III. Self-Disclosure questions Problem solving questions Values clarification questions Lifestyling and self-health questions	Psychological insights.
IV. Interest in nursing and predicting nursing potential questions	To ascertain motivation and sincerity of purpose.
V. Questions from the applicant	To obtain information regarding the college, the program or variables not in the brochure.
VI. Closing remarks and ending the review	To express appreciation to the applicant for the time he or she gave the committee. To inform the applicant the procedure by which the college will arrive at its selection decision. Tell the applicant the date of notification.
VII. Rating the applicant individually without discussion	To predict the applicant's potential for success in nursing school.

V. AN OVERVIEW OF INTERVIEWING TECHNIQUES

Listening is more than simply hearing the words of another. Nonverbal communication is given greater validity than verbal communication. When verbal and nonverbal messages are in contradiction, the interviewer will usually believe the nonverbal message. The definition of nonverbal communication for this manual is: any human behavior directly perceived by another person which is informative about the sender. A research study by Hasse and Tepper (1972) reported that "to rely solely on the verbal content of the message reduces the accuracy of the judgment by 66 percent" (p.417). Very important to assesment of the applicant is to observe facial expressions, the use of time in speech, hand gestures, position the applicant takes in the room, eye contact, posture, style of dress, loudness of voice, touching and promptness or tardiness to the appointment.

The type of communication between the interviewer and applicant will be facilitative responding and the use of open-ended questions. Facilitative response is one in which the interviewer verbally and nonverbally communicates what he/she has understood the applicant has to say and what feelings are connotated from the words. The necessary components of a facilitative response are the following: (1) empathy - reflecting accurately and fully the applicant's feelings; (2) respect - communicating acceptance of the applicant as a person; and (3) warmth - showing attentiveness and caring through nonverbal behavior. Facilitative responding is a way of demonstrating to another person that the interviewer is listening with his/her full attention. This is one of the greatest compliments a person can receive. Facilitative responding begins by communicating the applicant's statement back to him with the same content and affect as was given. The goal is to facilitate self disclosure by the applicant.

The last section of this manual is the listing of open-ended questions

that may elicit spontaneous applicant self-disclosure. The applicant will be able, through these kinds of questions, to determine how he/she wants to answer the question. These types of questions allow the applicant to be comfortable being themselves and revealing that self to the interviewer.

Self disclosure, or the sharing of oneself with others, is a sign of personality health. It is facilitative to self-disclosure if the interviewer also shares something of themselves. The successful way of self-disclosure is sharing of oneself in the here and now. This requires a lot of self-awareness. An example might be to express feelings that you are tense or everyone is a little anxious or whatever the feeling is.

Because more than one faculty member is involved in the interview, a decision must be made as to who will lead the interview. Responsibility for parts of the interview may be divided between faculty members but should be discussed prior to each interview.

SAMPLE INTERVIEW QUESTIONS

1. How are you different from your brothers and sisters? What birth place are you in the fmily?
2. Tell us about your work experiences.
3. Would you tell us what criticism(s) were made of your work by your employer.
4. Tell us about your present home situation.
5. How does your husband/wife, or family feel about your going into nursing.

VALUES

1. What is one thing you do well?
2. What do you feel you could improve on the most, as a person?
3. What do you think you would fight very hard for? Do you have any strong feelings about an issue?
4. What attitudes do you find hard to take in people?
5. Does an individual have the right to die?
6. You discover another student is copying off your paper in a test; what would you do?

HEALTH AND SELF-KNOWLEDGE

1. Tell us how you react if someone criticizes you or puts you down.
2. When did you last see a physician? Why?
3. If you have an important decision to mmake or problem to solve, how do you go about it?
4. Do you consider yourself a high energy or low energy person? Why?

NURSING KNOWLDEGE

1. Describe some of the functions and duties you think nurses perform.
2. What kind of a salary does a R.N. make?
3. How many nurses do you know fairly well? What personality traits do you admire in those nurses?
4. What is the difference between a practical and registered nurse?
5. Christmas, Thanksgiving and New Years are important holidays; explain your feelings about leaving your family at these times for work.

SINCERITY OF PURPOSE

1. Name as many subjects as you can that students study in this nursing program.
2. Have you considered applying to other schools of nursing? How many?
3. Do you know the cost of this nursing program?

LIFE GOALS

1. What blocks or bottlenecks exist(ed) in your life?
2. If you are not selected for this program, what are your plans?
3. What would you do if you entered this program and failed?
4. Where do you see yourself five years from now?
5. What makes you feel we should accept you for this program?

*Sample questions primarily taken from Smeltzer, D.H. The interview in student nurse selection. New York: G.P. Putnam's Sons, 1968.

VII. REFERENCES

The reference list is divided into two sections: The first section gives the books and journal articles that exploratory questions in the interview were quoted from. The second section is an alphabetical listing of all references cited in this manual.

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APPENDIX

MINERAL AREA COLLEGE
CRITERIA FOR SELECTION
ASSOCIATE DEGREE NURSING APPLICANTS

The applicants will be grouped into four categories:

1. College
2. High School - College
3. High School
4. GED

Within each category, the applicants will compete for selection among themselves. Each applicant must have met the following minimum requirements:

1. American College Test (ACT) within the past 3 years.
2. Interview with the faculty.
3. Two references -- preference will be given to employers of health care related facilities and other former employers.
4. Pre-requisite courses -- Chemistry and Basic Math with a C grade or better. High school Chemistry and Algebra I and II may be substituted if the courses have been completed in the past 5 years.

The above requirements will be converted to a numerical score with the weight distribution as follows:

1.	ACT	20%
2.	Interview	35%
3.	References	15%
4.	Pre-requisite and academic courses	30%

Minimum acceptable scores in each category are as follows:

1. ACT

English	16
Math	17
Natural Science	17

These minimum individual scores must be attained for a total no lower than 50. The composite score of 16 will be used for reference only. The Social Studies score is included in the composite scores and is not relevant for the selection of nursing applicants.

2. Interview

   Average score no lower than 50

3. References

   Average score no lower than 17

4. Pre-requisite and academic courses

Chemistry	C
Basic Math	C

Courses which are included in the nursing curriculum will be given consideration. The numerical score will be based on the grade the applicant attained. The cummulative grade point average must be 2.5.

In order to make adjustments for the older applicant, those persons 25 years and older, the math component of the American College Test will be adjusted according to the recommendation of the Math-Science Department:

	Grade	Converted ACT Score
Basic Math	A	20
	B	17
	C	13
Intermediate Algebra	A	24
	B	22
	C	17

If the applicant is under the age of 25 years and has taken a math course in addition to Basic Math, i.e. Intermediate Algebra, College Algebra; the ACT score for math will be adjusted according to the above scale.

Those applicants who have attained a Baccaulerate or higher degree will be evaluated on an individual basis. They must meet the requirements for all other applicants.

MINERAL AREA COLLEGE
CRITERIA FOR SELECTION
PRACTICAL NURSE APPLICANTS

The applicants will be grouped into four categories:

1. College
2. College - High School
3. High School
4. GED

Within each category, the applicants will compete for selection among themselves.

Each applicant must have met the following minimum requirements:

1. American College Test (ACT) within the past 3 years.

2. General Aptitude Test Battery (GATB) within the past 6 months.

3. Interview with the faculty.

4. Two references--preference will be given to employers of health care related facilities and other former employers.

5. Pre-requisite courses--College Reading and Study Skills and Basic Math with a C grade or better. High School English - 3 units and Math - 2 units may be substituted if the courses have been completed in the past 3 years.

The above requirements will be converted to a numerical score with the weight distribution as follows:

1.	ACT	20%
2.	GATB	20%
3.	Interview	30%
4.	References	15%
5.	Pre-requisite courses	15%

Minimum acceptable scores in each category are as follows:

1. ACT

English	14
Math	15
Natural Science	16

These minimum individual scores must be attained for a total no lower than 45. The Composite score of 14 will be used for reference only. The Social Studies score is included in the composite score and is not relevant for the selection of nursing applicants.

2. GATB

G score (General)	105
V score (Verbal)	100

These minimum individual scores must be attained for a total no lower than 205. The N score (Numerical) of 100, K score (Motor Coordination) of 85, and the M score (Manual Dexterity) of 85 will be used for reference only.

3. Interview

Average score no lower than 30

4. References

Average score no lower than 17

5. Pre-requisite courses

College Reading and Study Skills	C
Basic Math	C

Other college courses applicable to the nursing curriculum may be given consideration. The numerical score will be based on the grade the applicant attained. The cumulative grade point average for college work must be 2.0.

In order to make adjustments for the older applicant, those persons 25 years and older, the math component of the American College Test will be adjusted according to the recommendation of the Math-Science Department:

	Grade	Converted ACT Score
Basic Math	A	20
	B	17
	C	13
Intermediate Algebra	A	24
	B	22
	C	17

If the applicant is under the age of 25 years and has taken a math course in addition to Basic Math, i.e. Intermediate Algebra, College Algebra; the ACT score for math will be adjusted according to the above scale.

Those applicants who have attained an Associate or higher degree will be evaluated on an individual basis. They must meet the requirements for all other applicants.

BEST COPY AVAILABLE

COLLEGE _____
HIGH SCH. TRANS. _____
COL. TRANS. _____
ACT _____
REF.(2) _____ _____
AUTO _____

MINERAL AREA COLLEGE
ASSOCIATE DEGREE NURSING
SELECTION SUMMARY

NAME _____ AGE ___

SS# _____

H.S. YEAR _____

ACT:

Eng. 16 _____

Math. 17 _____

N. Sc. 17 ___

Comp. 16 ____

REFERENCES:

Pts. _____

No. _____

Score _____

INTERVIEW:

Pts. _____

Faculty _____

Score _____

FINAL SCORE:

ACT _____ X .2 = _____

REF _____ X .15 = _____

INT _____ X .35 = _____

Pre-R _____ X .3 = _____

TOTAL _____

COLLEGE RECORD

Chem. _____

B. Math _____

Int. Alg. _____

Col. Alg. _____

B. Alg. _____

Comp. I. _____

Ch. Dev. _____

Comp. II _____

Gen. Psy. _____

P. Em. _____

P. Mgt. _____

Am. Govt. _____

St/Lo Govt ____

Am. H. I _____

Am. H. II _____

SCALE:

A=4
B=3
C=2
D=1

GPA:

Credits _____

Total _____

CURRENT CLASSES:

_____

_____

_____

_____

_____

_____

_____

_____

GPA:

Credits _____

Total _____

WORK EXPERIENCE:

_____

_____

_____

_____

HIGH SCHOOL_____
TRANS._____
ACT_____
RANK_____
REF.(2)_____ _____
AUTO_____

MINERAL AREA COLLEGE
ASSOCIATE DEGREE NURSING
SELECTION SUMMARY

NAME_____ AGE _____

SS#_____

H.S. YEAR_____

ACT:

Eng. 16_____

Math. 17_____

N. Sc. 17_____

Comp. 16_____

REFERENCES:

Pts._____

No._____

Score_____

INTERVIEW:

Pts._____

Faculty_____

Score_____

FINAL SCORE:

ACT_____X.2=_____

REF._____X.15=_____

INT._____X.35=_____

Pre-R____X.30=_____

TOTAL_____

H.S. RECORD

Chem._____

Alg. I_____

Alg. II_____

Biol._____

_____

_____

_____

_____

_____

SCALE:

A=4
B=3
C=2
D=1

SCORE:

_____

RANK:

_____

CURRENT CLASSES

_____

_____

_____

_____

_____

_____

_____

COLLEGE CLASSES:

_____

_____

_____

_____

_____

_____

GPA:

_____ _____

WORK EXPERIENCE:

_____

_____

_____

COLLEGE-HIGH SCHOOL
HIGH SCHOOL TRANS._____
COLLEGE TRANS_____
ACT_____
GATB_____
REFERENCES_____ _____

MINERAL AREA COLLEGE
PRACTICAL NURSE
SELECTION SUMMARY

NAME_____

SS#_____

AGE_____

H. S. YEAR_____

ACT:

DATE_____

*ENG (14-16)_____

*MATH (15-17)_____

*N. Sc. (16-18)_____

COMP. (14-16)_____

SCORE (45)_____

GATB:

*G-General (105)_____

*V-Verbal (100)_____

N-Numerical (100)_____

M-Manual Dext. (85)_____

K-Motor Coord. (85)_____

SCORE (205)_____

REFERENCES

Points_____

Number_____

SCORE (17)_____

INTERVIEW

Points_____

Faculty_____

SCORE (50)_____

ACADEMIC RECORD

ENGLISH:

_____

_____

_____

_____

MATH:

_____

_____

_____

_____

SCALE:

A = 4
B = 3
C = 2
D = 1

NURSING GPA

CREDITS:_____

H. P _____

GPA_____

FINAL SCORE:

ACT_____X .2 = _____

GATB_____X .2 = _____

REFER._____X .15 = _____

INTER._____X .3 = _____

NSG. GPA_____X .15 = _____

TOTAL _____

COLLEGE RECORD

B. MATH_____

COL. R & SS_____

B. WRIT._____

COMP. I_____

COMP.II_____

INT. ALG_____

OTHER_____

_____

_____

_____

COLLEGE GPA:

CREDITS_____

H.P._____

GPA_____

WORK EXPERIENCE

_____

_____

_____

MINERAL AREA COLLEGE
PRACTICAL NURSE
SELECTION SUMMARY

HIGH SCHOOL
HIGH SCHOOL TRANS_____
ACT_____
GATB_____
REFERENCES_____ _____

NAME_____ AGE_____

SS#_____

H. S. YEAR_____

ACT:

*ENG (14-16)_____

*MATH (15-17)_____

*N. SC. (16-18)_____

COMP. (14-16)_____

SCORE (45)_____

GATB:

*G-General (105)_____

*V-Verbal (100)_____

N-Numerical (100)_____

M-Manual Dext. (85)_____

K-Motor Coord. (85)_____

SCORE (205)_____

REFERENCES

Points_____

Number_____

SCORE (17)_____

INTERVIEW

Points_____

Faculty_____

SCORE (50)_____

ACADEMIC RECORD

ENGLISH:

_____

_____

_____

_____

MATH:

_____

_____

_____

_____

OTHER

_____

_____

SCALE
A = 4
B = 3
C = 2
D = 1

NURSING GPA

CREDITS: _____

H. P._____

GPA_____

FINAL SCORE:

ACT_____X .2_____

GATB_____X .2_____

REFER._____X .15_____

INTER._____X .3 _____

Nsg. GPA_____X .15_____

TOTAL _____

OTHER

_____

_____

_____

_____

_____

WORK EXPERIENCE

_____

_____

_____

_____

OFFICIAL STATIONERY

Dear

As an applicant to the Associate Degree Nursing Program you are required to have a personal interview with members of the faculty and the Chairperson of Allied Health.

Your interview is scheduled as follows:

Time: _____

Day: _____

Place: _____

Please keep your appointed time. Failure to keep your appointment is considered withdrawal of your application. During the interview, the following areas will be discussed:

1. Previous schooling or work experiences
2. Goals, interests, activities, or hobbies
3. Understanding of the A.D.N. Program
4. Strengths you can bring to nursing
5. Knowledge of self health

You are also required to bring with you a <u>handwritten</u> autobiography.

This time is for you. Please feel free to ask any questions you may have during this interview. We are looking forward to meeting you. Pelase see enclosure for student nurse experiences description.

Sincerely,

(Can substitute form for practical nurse letter.)

Description of the Nursing Student's Learning Experiences

A survey was taken of thirty practical nursing students and forty-three associate degree nursing students. The following summary, of the comments made, will be helpful in considering whether you are ready to enter the program and if your expectations are the same as what the students have described.

*What must the student nurse do physically?
Consider: energy, strength, stamina, skills

- -Be in optimum health and have knowledge of nutrition, stress management, fitness & conditioning in order to withstand the life style changes.
- -Be able to bend, stretch and lift with good body bechanics.
- -Be able to tolerate standing on your feet eight hours.
- -Be able to have energy after studying late hours and getting up early each morning to be in the hospital by 6:45.
- -Elements from home as well as school will compete for energy and stamina.
- -Must have manual dexterity under pressure and tension.

*What must she or he do mentally?
Consider: talents, skills, knowledge

- -Know how to set priorities.
- -Recall specific bits of information.
- -Be able to problem-solve.
- -Know the theory behind a procedure and be able to apply this knowledge to patient situations.
- -Be able to make decisions under stress.
- -Must be able to apply math.
- -Must know medical vocabulary knowledge starting the first day.
- -Must be open-minded and flexible.
- -Must memorize facts.
- -Be creative and imaginative.
- -Be able to study six hours a day six days a week.
- -Be able to think positive.
- -Be able to write your thoughts clearly and concisely on records and care plans.
- -Must be able to spell and have a clear handwriting.
- -Be a caring individual.

-Be able to cope with the emotional experiences such as care of a dying patient or a patient in severe pain.
-Be able to deal with your emotions as well as strong emotions expressed by others.

*What are the rewards in nursing school?
Consider: sources of satisfaction

-Making close bonds of friendship.
-The social interaction among classmates which becomes your support group.
-Overcoming your fears and then succeeding on a test or with a medical procedure.
-Finding out new things about yourself.
-Knowing your lifestyle is changing and you are growing as a person.
-Feeling the satisfaction of knowing you are helping people to feel better physically and emotionally.
-Fulfilling life-long goals and ambitions.
-Being stimulated by new learning experiences.
-Feeling a sense of acceptance and status among friends, family and strangers.
-Knowing there will be a better salary once you get the degree.
-An overall sense of accomplishment.

*What is required socially?

-To have the ability to communicate with all kinds of people.
-Must be dependable, honest and giving of self.
-Must have determination and motivation to reach goals.
-Must be patient, amiable, sure of self and be accepting of constructive criticism.
-Must be able to recognize conflict for what it is, in the classroom and with peers.
-Be able to see another person's point of view.
-Be a driver, a "doer" not a flower.
-To give up much of your social life outside of nursing students while in school.
-To be nonjudgemental.
-Must be sociable when you don't really feel like it.
-Be empathetic and genuine.
-Be flexible and diplomatic.
-Be assertive, not aggressive.
-Be able to examine and know yourself.

*What are the concerns and the dark side to nursing school?
Consider: risks, pressures, working conditions, sources of dissatisfaction

-Will need to be almost perfect for some instructors.
-Never feel able to get everything done.
-Are expected to know more than is possible to make good grades.
-The risk of failure.
-There are domestic demands and conflicts.
-Loss of free time.
-Have to learn new hospitals, new instructors and new patients just when you are beginning to feel comfortable and capable.
-Classroom lectures are sometimes long and boring.
-Body will ache from sitting in uncomfortable desks.
-Many more hours spent in class and lab than presented on credit hour schedule.
-Fear of making a mistake with a patient!
-Lack of adequate rest and sleep.
-Observing illness and death.
-Learning proper standard of care but seeing a different standard in hospitals.

*What are the features of this major of study that distinguish it from other courses of study in college?
Consider: personal characteristics required to an unusual degree

-Amount of responsibility.
-Communication skills and working closely with the same people for two years.
-More study and physical energy needed.
-Must maintain a strict attendance record, only three absences per semester.
-Fast pace of new knowledge given to you.
-Very technical.
-Must sacrifice family and friends.

*If you were a new student applying for this nursing program, what would you wish you'd known?
Consider: adequacy of instruction, attitude of faculty, method of learning, opportunity for learning, time consumed for goal, elements and aspects liked and disliked

-Chemistry, Anatomy and Math know thoroughly
-The amount of time required of studies.
-Long hours in the classroom.
-Cost plus extras.
-How much your life-style is required to change.
-How fast the pace is and the pressure never lets up.
-The high expectations and standards the faculty place on you.

*What outside of school conflicts were encountered?
Consider: babysitting, automobile, financial, marital, etc.

-Loss of time with family and children.
-Commuting costs--automobile costs.
-No time for a part-time job.
-Financial costs of supplies, extra trips, seminars, etc.
-Babysitter problems.
-No time for a doctor or dentist appointment.
-Cannot be sick, must stay healthy or will fall behind.